THE UNIVERSITY OF TENNESSEE KNOXVILLE

Student Affairs Assessment Symposium – May 17, 2019
"Alternatives to Survey Assessment"

Consider assessments you've done in the past.
Did you use the data?

Yes.	No.
What was useful?	What kept you from using the data?
Was any of the data difficult to analyze?	Explore these barriers a bit.
What feedback did you receive from those who participated?	What feedback did you receive from those who participated?

Step 1: Discuss with the people sitting nearest to you.
Step 2: Instructions provided by presenter in a moment...

ABCD Structure of a Learning Outcome

Audience
To who does the outcome pertain?

Condition
Under what conditions or circumstances will the learning occur?

Behavior
What do you expect the audience to know/be able to do?

Degree
How much will be accomplished, how well will the behavior need to be performed, and to what level?

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The condition tells me where this learning is going to occur. What is my office going to do so that the behavior happens? It also might tell me where I should build in time for assessments like surveys, interviews, or rubrics.

Know your audience! Not all RAs, just the senior ones. How does this impact my method? Are interviews or rubrics feasible? How should I treat them, and what should they be expected to know by now?

As a result of de-escalation training, Senior RAs will be able to demonstrate successful conflict-resolution techniques when faced with common resident conflicts.

"Successful" is a degree. So is 95%, or an average of 3.5, etc. You will need to define what success looks like in order to know if you've met your goal. If success is a concept (as opposed to a number), then you're likely looking at a rubric, or at the very least a checklist.

This is the behavior or idea that the audience must be able to do or know. All of your questions/assessments should revolve around that. Nothing more, nothing less.

Improve it!

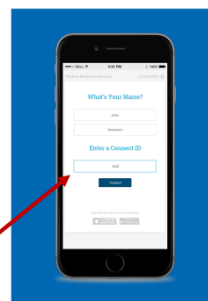Students will improve their communication skills.

Students and parents will know what kinds of career services exist on campus after orientation.

Student Response System

On your laptop or smartphone, navigate a browser to
srs.campuslabs.com

Connect ID: 15602

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Formative Question Development

Scenario: Imagine you are leading an educative session – this could be training, staff/faculty development, teaching – any circumstance related to your role at UTK which would place you in the role of having others learn from you. If possible, have this scenario mirror your real work responsibilities as much as possible.

You have decided to use the SRS for mobile data collection and formative assessment – you'll be asking questions of attendees during the session.

Task A: Develop two closed questions that would be of value to collect data on:

1

2

Task B: Develop two open-ended questions that would be of value to collect data on:

1

2

Task C: _____ / 10   Task D: _____ / 10

Follow up resources

UTK Student Life Assessment and Strategic Initiatives - "Beyond the survey– try one of these alternatives!"

- https://dslassessment.utk.edu/2019/03/19/when-surveys-go-stale/

"Using the Student Response System: A Quick "How To" Guide"

- https://baselinesupport.campuslabs.com/hc/en-us/articles/204305195-Using-the-Student-Response-System-A-Quick-How-To-Guide

"Formative Assessment and the Student Response System (video)"

- https://baselinesupport.campuslabs.com/hc/en-us/articles/204305205-Formative-Assessment-and-the-Student-Response-System-video-

"Student Response System (SRS) FAQ"

- https://baselinesupport.campuslabs.com/hc/en-us/articles/204305185-Student-Response-System-SRS-FAQ

Data Collection: Rubrics (contains multiple resources)

- https://baselinesupport.campuslabs.com/hc/en-us/sections/200909795-Data-Collection-Rubrics

Socially Just Assessment:

- https://www.campuslabs.com/socially-just-assessment/

Assessment Credential Curriculum

- https://baselinesupport.campuslabs.com/hc/en-us/articles/115005509706-Assessment-Credential-Curriculum